

Narrative Writing Rubric

[CCSS.ELA-LITERACY.W.2.3](#)

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

[CCSS.ELA-LITERACY.W.2.5](#)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

[CCSS.ELA-LITERACY.L.2.2.A](#)

Capitalize holidays, product names, and geographic names.

[CCSS.ELA-LITERACY.L.2.1.E](#)

Use adjectives and adverbs, and choose between them depending on what is to be modified.

	1	2	3	4
Introduction	I can go straight into writing about my topic.	I can write a question, setting, sound, or talking lead to get my reader interested in my writing. OR I can describe who is in my story and where it takes place.	I can write a question, setting, sound, or talking lead to get my reader interested in my writing. I can describe who is in my story and where it takes place.	I can write a question, setting, sound, or talking lead, who is in my story, and where it takes place using sensory details to get my reader interested in my writing.
Details	I can add at least 1 descriptive adjectives to my writing to describe what I can hear, see, feel, and smell in my story.	I can add at least 3 descriptive adjectives to my writing to describe what I can hear, see, feel, and smell in my story.	I can add at least 5 descriptive adjectives to my writing to describe what I can hear, see, feel, and smell in my story.	I can add at least 6 or more descriptive adjectives and one type of figurative language to my writing to describe what I can hear, see, feel, and smell in my story.
Sequence	I can write a story that has many parts but is not written in order.	I can write a story that has a clear beginning, middle, and end.	I can write a story that has a clear beginning, middle, and end by using transition words.	I can write a story that has a clear beginning, middle, and end by using transition words and twin sentences to make my writing flow.
Closure	I can end my writing without a concluding sentence.	I can use a concluding sentence that does not relate to my story.	I can use a concluding sentence to wrap up my topic piece.	I can use a concluding sentence to wrap up my topic piece and relate to the reader.
Mechanics	I can make sure my sentences make sense.	I can make sure my sentence makes sense using punctuation and capitalization.	I can make sure my sentence makes sense using punctuation, capitalization, finger spacing and neat handwriting.	I can make sure my sentence makes sense using punctuation, capitalization, finger spacing, neat handwriting and using adjectives and adverbs to make my writing more interesting.
Revision	I can make 1 change to my writing based on feedback from adults.	I can make 2 changes to my writing based on feedback from adults and my own thinking.	I can make at least 5 changes to my writing based on feedback from adults and my own thinking.	I can make 5 or more changes to my writing based on feedback from adults and my own thinking.

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Student Checklist

	I can...	Not Yet	Somewhat	Yes!
Introduction	I can write a question, setting, sound, or talking lead to get my reader interested in my writing. I can describe who is in my story and where it takes place.			
Details	I can add at least 5 descriptive adjectives to my writing to describe what I can hear, see, feel, and smell in my story.			
Sequence	I can write a story that has a clear beginning, middle, and end by using transition words.			
Closure	I can use a concluding sentence to wrap up my topic piece.			
Mechanics	I can make sure my sentence makes sense using punctuation, capitalization, finger spacing and neat handwriting.			
Revision	I can make 5 changes to my writing based on feedback from adults and my own thinking.			